<table>
<thead>
<tr>
<th>Date, Time &amp; Location:</th>
<th>Thursday, 8:00-12:00; North Area Campus and assigned school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Barbara A. Veal, Master of Arts in Education</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Call to make an appointment to meet downtown or at the field site. I am available after class as well.</td>
</tr>
<tr>
<td>Office Location:</td>
<td></td>
</tr>
<tr>
<td>Phone/Email:</td>
<td>(Home) 843-795-0801, (C) 843-697-1167 <a href="mailto:vealba@CofC.edu">vealba@CofC.edu</a></td>
</tr>
</tbody>
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**SOEHHH Mission**

We develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

**SOEHHHP Theoretical Framework:**

Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING - LEARNING CONNECTION** through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding us as professionals.

**SOEHHHP Dispositions:**

All teacher education candidates must:

- believe that all children can learn.
- value and respect individual differences.
- value positive human interactions.
- exhibit and encourage intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.
- demonstrate dedication to inquiry, reflection, and self-assessment.
- value collaborative and cooperative work.
- demonstrate sensitivity toward community and cultural contexts.
- engage in responsible, fair, and ethical practice.

**Dispositions will be evaluated at the end of the semester using the School of Education Disposition Recommendation form, completed by your cooperating teacher & Instructor.**

**Course Prerequisite:**

EDEE 380

**Course Description:**

This course provides candidates an opportunity to teach multiple subjects to diverse early childhood learners. Candidates also examine the early childhood teachers’ role in establishing and maintaining a positive learning environment in the classroom, and they learn to assess their own performance and that of other teachers using the South Carolina teacher evaluation instrument, ADEPT.

**Course Objectives and Alignment with NAEYC Standards:**

The early childhood standards for our program align with and support those of the School of Education. The SOEHHHP standards are organized around three key principles (elements of teacher competency) grounded in our conceptual framework. Highly competent teachers:

1. Understand and value the learner;
2. Know what and how to teach and assess and how to create an environment in which learning occurs;
3. Understand themselves as professionals.

The following table indicates how the course outcomes are also aligned with the NAEYC standards.
<table>
<thead>
<tr>
<th>Element of Teacher Competency #1: Understanding and valuing the learner</th>
<th>South Carolina State Standards for Teacher Education Programs</th>
<th>Corresponding NAEYC Standard</th>
</tr>
</thead>
</table>
| 1. Identify learning needs for diverse individuals and design instruction to meet these needs. | | 1a. Developing understanding and knowledge of young children’s characteristics and needs.  
1b. Developing understanding and knowledge of the multiple influences on development and learning.  
1c. Developing the use of developmental knowledge to plan for healthy, respectful, supportive, and challenging learning environments. |
| 2. Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning. | | |

<table>
<thead>
<tr>
<th>Element of Teacher Competency #2: Knowing what and how to teach and assess</th>
<th>South Carolina State Standards for Teacher Education Programs</th>
<th>Corresponding NAEYC Standard</th>
</tr>
</thead>
</table>
| 3. Identify and discuss current research in interdisciplinary inquiry and apply the learning to classroom settings | SC 4 - EEDA  
SC 6 – Safe Schools Climate Act  
ISTE 1 - Facilitate and inspire student learning and creativity  
ISTE 2 - Design and develop digital age learning experiences and assessments  
ISTE 4 - Promote and model digital citizenry and responsibility | 4a. Developing knowledge, understanding, and the use of positive relationships and supportive interactions.  
4b. Developing knowledge, understanding and the use of effective approaches, strategies, and tools for early education.  
4c. Developing knowledge and understanding of the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  
4d. Developing the use of own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes. |
| 4. Plan and teach activities integrating content from multiple disciplines. | | 3a. Developing understanding of goals, benefits, and uses of assessment  
3b. Knowing about and developing the use of observation, documentation, and other appropriate assessment tools and approaches  
3c. Developing understanding of and using the practice of responsible assessment.  
3d. Understanding and beginning to establish assessment partnerships with families and other professionals. |
| 5. Design and conduct assessments that evaluate integrated learning. | | |
| 6. Integrate technology to meet diverse student learning needs. | | |

<table>
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<tr>
<th>Element of Teacher Competency #3: Understanding ourselves as Professionals</th>
<th>South Carolina State Standards for Teacher Education Programs</th>
<th>Corresponding NAEYC Standard</th>
</tr>
</thead>
</table>
| 7. Plan for family involvement in student learning. | | 2a Developing knowledge and understanding of family and community characteristics.  
2c. Developing understanding the importance of supporting and empowering families and communities through respectful, |
### Ethical responsibilities to colleagues:

In a caring, cooperative environment, human dignity is respected, professional development and satisfaction are promoted, and positive relationships are developed and sustained. Modeling of the School of Education Professional Dispositions and the NAEYC Ethical Code of Conduct is expected from both the students and the instructor of the course. 

NAEYC’s Ethical Responsibilities for working with colleagues are especially relevant to this course, including:

- **I-3A.1**: To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with colleagues.
- **I-3A.3**: To support co-workers in meeting their professional needs and in their professional development.
- **I-3A.4**: To accord co-workers due recognition of professional achievement.
- **P-3A.1**: We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.
- **P-3A.2**: When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that show respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.
- **P-3A.3**: We shall exercise care in expressing views regarding the professional attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.
- **P-3A.4**: We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

### Table

<table>
<thead>
<tr>
<th>8. Use the ADEPT teacher evaluation system as a self-reflection and peer assessment tool.</th>
<th>SC 4 - EEDA</th>
<th>5a. Developing identity and involvement with the early childhood field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Participate in advocacy activities that support young children.</td>
<td>SC 6 – Safe Schools Climate Act</td>
<td>5b. Developing knowledge and upholding of ethical standards and other professional guidelines</td>
</tr>
<tr>
<td>5c. Developing engagement in continuous, collaborative learning to inform practice.</td>
<td></td>
<td>5d. Developing integration of knowledgeable, reflective, and critical perspectives on early education</td>
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<tr>
<td>5e. Developing engagement in informed advocacy for children and the profession.</td>
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Purpose: The Field Notebook is designed to evaluate the degree to which students have acquired the content knowledge and pedagogical skills necessary to become qualified and competent teachers. The evaluation is based heavily on the NAEYC Standards for Early Childhood practitioners and on South Carolina’s Assisting, Developing and Evaluating Professional Teaching (ADEPT) program.

Description: As part of the field experience requirements for EDEE 380/636 and 415/682, students teach a total of 8 lessons (4 each semester). Across semesters, students teach one lesson in each of the major content areas (literacy, math, science and social studies) and at least one lesson that integrates the arts (music, creative movement, dance, drama, or visual arts), one lesson that integrates physical activity, physical education, or health and safety content, and at least one lesson that integrates technology. For each lesson taught, the notebook should include the original lesson plan (approved by the cooperating teacher and professor), completed ADEPT evaluation, and 1-2 page written reflection. At the conclusion of each field course, students will write a final reflection to thoughtfully evaluate their progress and set goals for the next semester.

*** Due to the importance given to the practical application of teaching in determining program advancement, students must earn a C- or better on this assignment to move on in the program. Students may not take EDEE 380/636 or EDEE 415/682 more than twice. If a grade of C- or better is not earned in the second attempt, the student will not be allowed to move on in the program.

Format requirements:
- Small 3-ring binder
- Blank rubric
- Eight tabbed sections (one for each lesson)
- Originals of all documents

For each lesson/section, please include:
1. The original lesson plan (with documentation of approval prior to teaching)
   a. Please include copies of relevant teaching materials when possible (i.e. worksheets, anchor charts).
2. The ADEPT form used to evaluate the lesson with all signatures complete.
   a. Please include samples of student work and/or any student assessment data collected during the lesson.
3. 1-2 page written reflection
   • Describe the extent to which the objectives of your lesson were achieved and how this is justified with evidence from your assessment(s).
   • Discuss how the assessment data collected would inform your teaching. What did you learn about the students? Would they need remediation or are they ready to move on?
   • Identify and discuss the strengths and weaknesses of your teaching performance during the lesson and how that was related to the ADEPT standards. Also, discuss how your strengths and weaknesses impacted student learning in this lesson.
   • Using insights gained from your own reflection and ADEPT evaluation, suggest how you would change the lesson if you were to teach it again. Be as specific as possible.
   • Identify what steps you will take to improve future lessons you teach.

In the FINAL reflection (2-3 pages), please reflect on your knowledge of and performance in the field in regards to NAEYC standards 4, 5 and 6. Cite specific examples from your coursework and teaching experiences that demonstrate your understanding of each of the standards and sub-standards. Include a description of your major strengths and weaknesses as a teacher candidate and develop a concrete plan of action for improving your practice next semester.
Course Requirements

Attendance 25 points

Field Notebook with 4 lesson plans 4 X 25 100 points
4 revised lessons 4 X 25 100 points
4 lesson reflections 4 X 25 100 points

Field notebook organization/Final Reflection 51 points

Teacher as Professional Project for Early Childhood Education 100 points

3 Literacy Assessments 75 point

551 points

455-476 A 360-380 C+
434-454 A- 339-359 C
413-433 B+ 318-338 C-
402-412 B 307-317 D+
381-401 B- 286-306 D-
285 and below F

Attendance Policy-
• More than two absences will result in WA/F.
• All missed field sessions must be made up on a designated make up day. This must be arranged with the college supervisor and the cooperating teacher. Three tardies equal one absence. Text or call me if you know you are going to be late or absent.
Due to the Read to Succeed bill passed this past June in the SC Legislator, students taking EDEE 415 or EDEE 416 are required to administer three field-based assessments. Pre-service teachers are to take 12 credits of literacy coursework. This course counts as 3 literacy credits.

You will implement a battery of grade level appropriate literacy assessments. You will complete these with 3 different students in your field placement classroom during the first weeks in the field placement.

1. Spelling Inventory
2. On-Demand Writing Sample
3. Running Record/Miscue Analysis

Each time you complete an assessment, fill in the date on your cover sheet to the assessments. This assignment is due _________________. After the first three weeks of observations you should be finished with all of your assessments. You will be graded on how well you complete the assignments. Each assessment is worth 25 points toward your final grade.

I will return your materials after they are graded. This material should be added to the end of your notebook.
The "Teacher as Professional" project is designed to help you understand your professional role in the lives of you children and their families, including your role in advocating for the needs of the children and families you serve.

You will first identify an issue of importance that children and families face that is of interest to you and that is connected to your own work in the field. This issue should be meaningfully selected and reflect the needs of children and families you have worked with (including those with special needs, developmental delays, and disabilities). Examples include childcare obesity, asthma, access to high-quality childcare, or second-language learners.

You will then research this topic in depth in order to educate yourself about it (NAEYC 6c and d). You should use 8-10 sources from peer-reviewed, academic journals, synthesizing them into a 5-7 page research paper. You will also need to interview an early childhood professional to get their perspective on your topic. For example, you might choose to interview a principal, guidance counselor or social worker. The interview will enable you to further identify with the field as you see connections across different disciplines and professions with whom you may collaborate. (NAEYC 6a and 6c).

Finally, using what you've learned from the research and interview, you will advocate on behalf of the issue in the form of a letter to the editor or to a legislator (NAEYC 6e). Research, theory, and field experiences should be integrated within the letter in order to meaningfully and effectively advocate on behalf of the issue.

<table>
<thead>
<tr>
<th>INTERVIEW</th>
<th>Below Target 14 points or below</th>
<th>Target 15-17 points</th>
<th>Exceeds Target 18-20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification with the field (NAEYC 6a)</td>
<td>Candidate does not identify with the field and/or demonstrates little knowledge of the connection between early childhood and other related disciplines.</td>
<td>Candidate's analysis of what was learned in the interview reflects identification with the field.</td>
<td>Candidate's analysis of what was learned in the interview reflects strong identification with the field.</td>
</tr>
<tr>
<td>score: _________</td>
<td>Candidate describes connections between the early childhood field and other related disciplines.</td>
<td>Candidate describes connections between the early childhood field and other related disciplines.</td>
<td>Candidate thoughtfully reflects on the many connections between the early childhood field and other related disciplines and professions with whom they may collaborate.</td>
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</table>

<table>
<thead>
<tr>
<th>INTERVIEW &amp; RESEARCH PAPER</th>
<th>Continuous, collaborative learning (NAEYC 6c)</th>
<th>Score: __________</th>
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<tr>
<th>RESEARCH PAPER and LETTER</th>
<th>Demonstrates reflective thinking and uses multiple sources of knowledge and/or considers multiple perspectives (NAEYC 6d)</th>
<th>Score: __________</th>
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<th>Target 15-17 points</th>
<th>Exceeds Target 18-20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate's work is not supported by the use of multiple sources and/or multiple perspectives. Candidate demonstrates weaknesses in reflecting on practice.</td>
<td>Candidate's work is supported by multiple sources of knowledge and demonstrates consideration of multiple perspectives. Candidate reflects thoughtfully on practice.</td>
<td>Candidate's work is grounded in multiple sources of knowledge and multiple perspectives. Sources and perspectives are well integrated and candidate is extremely thoughtful in reflecting on practice, as well as on his/her role as a professional and an advocate for young children and their families.</td>
</tr>
<tr>
<td>LETTER</td>
<td>Candidate does not identify a central issue in the field and/or does not demonstrate appropriate advocacy skills.</td>
<td>Candidate identifies issue in the field that reflects the needs of children and families the candidate has worked with (including those with special needs, developmental delays, and disabilities).</td>
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<tr>
<td>Score:</td>
<td>Candidate demonstrates advocacy skills, including verbal and written communication and/or collaboration with others around a common issue.</td>
<td>Candidate demonstrates excellence in multiple advocacy skills, including verbal and written communication and collaboration with others around a common issue.</td>
</tr>
<tr>
<td>Spelling and Mechanics Score:</td>
<td>Writing has multiple errors that interfere with readability.</td>
<td>Writing contains a few spelling and/or grammatical errors.</td>
</tr>
<tr>
<td>Use of APA style Score:</td>
<td>Does not include references or sources are not credible.</td>
<td>Attempts to use APA style. Most sources are credible and appropriate.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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